

Road Map for Education Results

Families and Education Levy
Place-Based Workshop
July 28, 2011



Agenda

- 1. Introductions and Workshop Objectives**
- 2. Get Excited!!!**
- 3. Local Place-Based Efforts**
- 4. Understanding Place-Based Initiatives**
- 5. Outcome Clarity**
- 6. Data**
- 7. Breakout Exercise #1**
- 8. Creating Partnerships**
- 9. Management Structure**
- 10. Breakout Exercise #2**
- 11. Families and Education Levy Overview**
- 12. Breakout Exercise #3**
- 13. Closing and Thank You**

Introductions

Today's Presenters:

Community Center for Education Results (CCER)

- Mary Jean Ryan
- Andrew Sahalie
- Nathalie Jones
- Joan Machlis



City of Seattle

- Holly Miller
- Sid Sidorowicz



YOU!



Workshop Objectives

- Gain an overview of the proposed Families and Education Levy and learn how place-based efforts can potentially benefit from the funds
- Hear from peers about local place-based efforts
- Discuss the history, theory, and key principles behind neighborhood place-based initiatives, and illustrate Seattle feeder patterns
- Review four key elements of effective place-based projects:
 - 1) Outcome Clarity
 - 2) Data
 - 3) Creating Partnerships
 - 4) Management Structure
- Provide time for participants to apply workshop tools to individual/group place-based efforts
- Review resources that may be useful to place-based efforts



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A Little Inspiration...



[Geoffrey Canada](#) , Harlem Children's Zone

"You do not let those kids go. You do not let them fall off the track. You provide all the services, health, mental health, housing, food, nutrition. Whatever these kids need, you make sure they get throughout their entire childhood with you.

That's what it takes to turn around community."

Collective Impact

Collective impact brings actors together in a mutually accountable partnership by which they can accomplish more in collaboration than they could achieve in isolation.

THE FIVE CONDITIONS OF COLLECTIVE IMPACT

- 1) Common Agenda
- 2) Shared Measurement Systems
- 3) Mutually Reinforcing Activities
- 4) Continuous Communication
- 5) Backbone Support Organizations

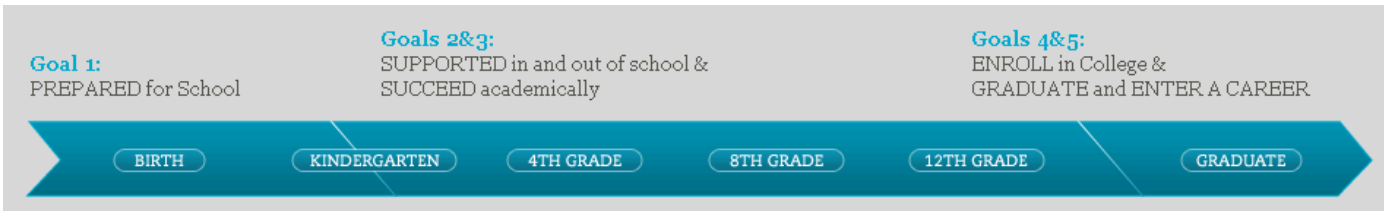


Example Cradle-to-Career Efforts

**Harlem
Children's Zone,
New York City**



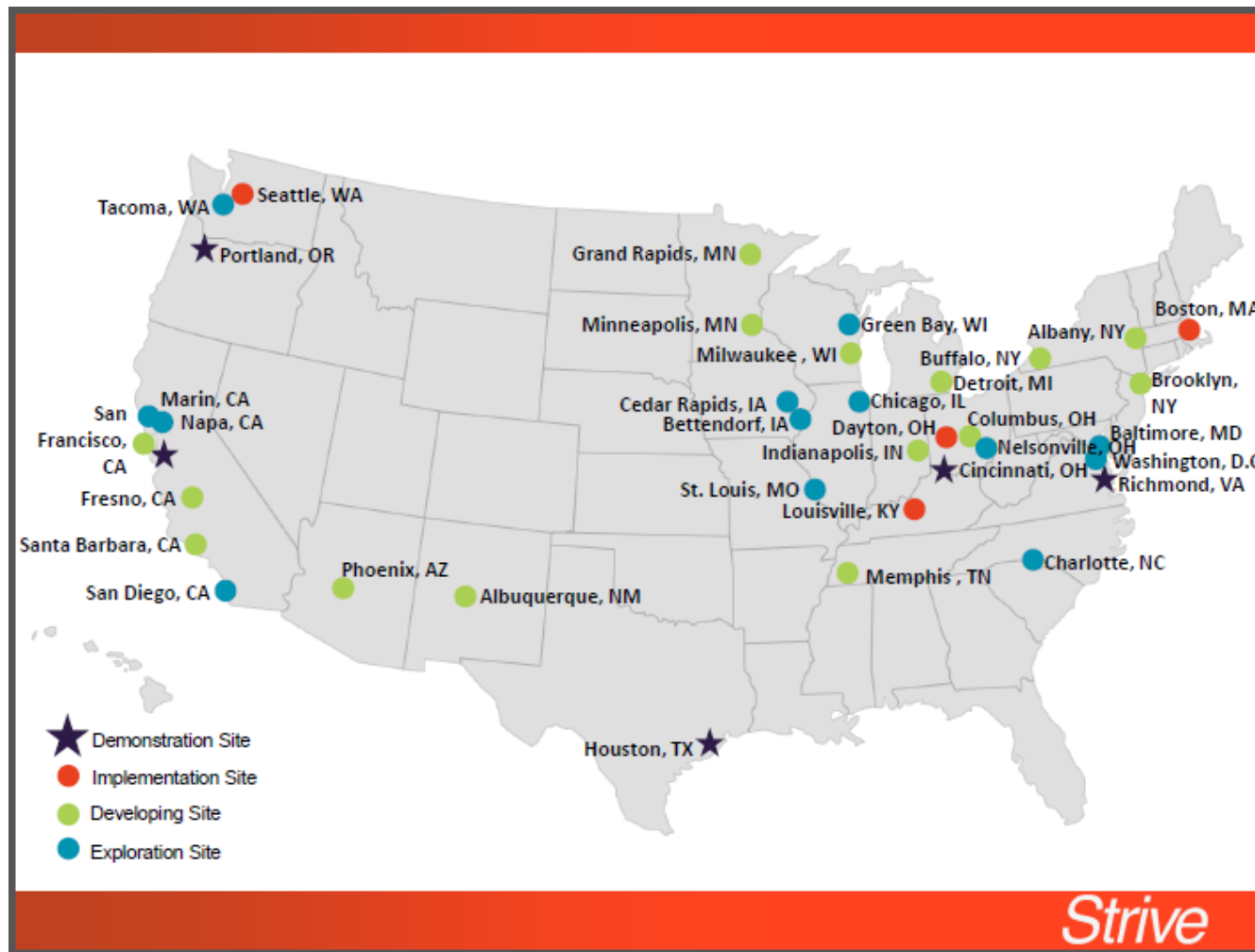
**Strive
Partnership,
Cincinnati**



**Road Map Project,
South Seattle &
South King County**



Strive Network – Established and Emerging Cradle to Career Sites



National Cradle-to-Career Efforts – Promise Neighborhoods

- **\$30 million will be awarded in 2011 for planning and implementation grants**
- **Purpose:** The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities by—
 - Identifying and increasing the capacity of eligible organizations that are focused on achieving results for children and youth throughout an entire neighborhood;
 - Building a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports, with great schools at the center;
 - Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies;
 - Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and
 - Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.



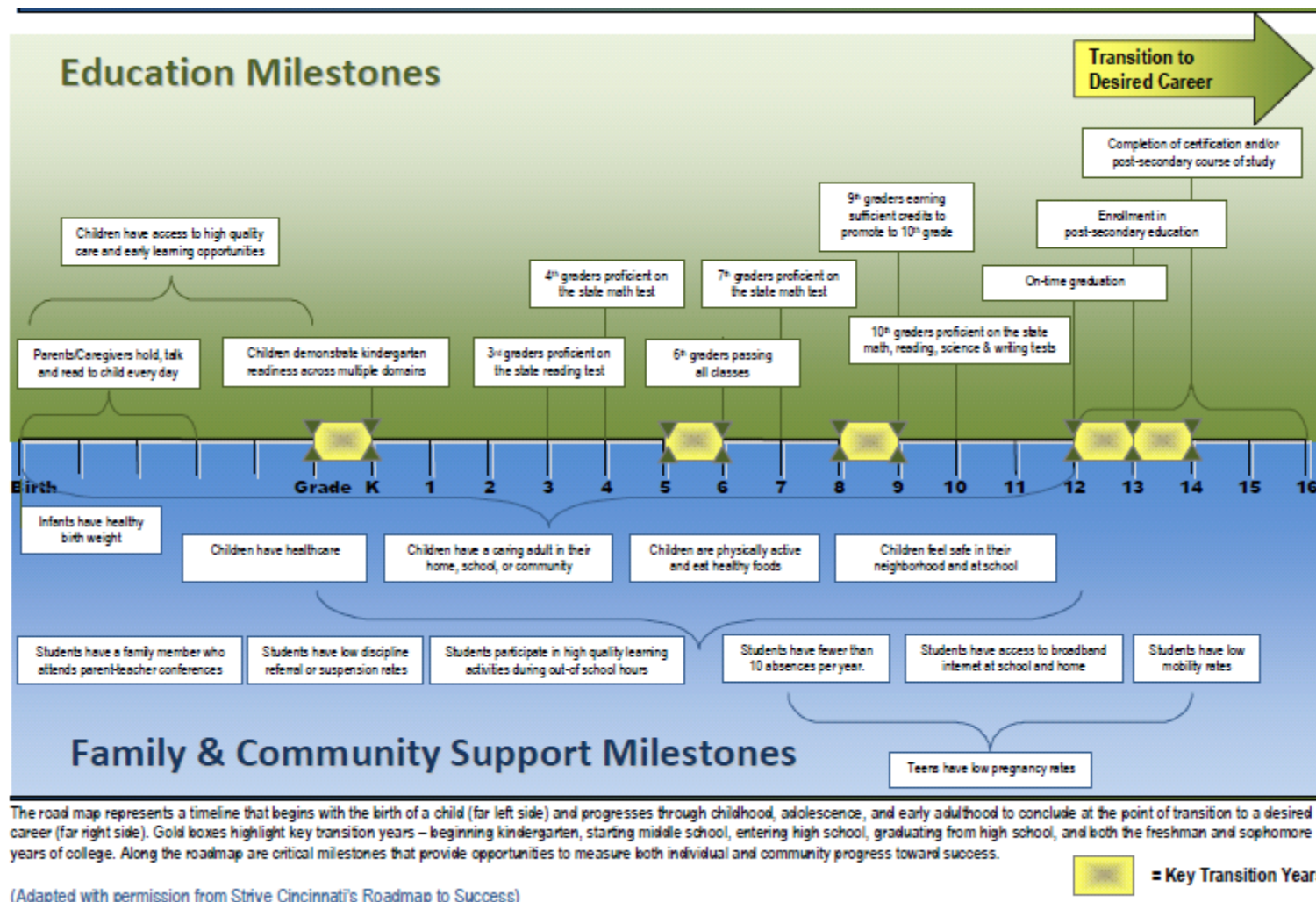
National Place-Based Efforts – Choice Neighborhoods

- **\$3.6 million will be awarded in 2011 for planning grants, a total of \$65 million can be allocated to Choice Neighborhoods**
- **Purpose:** Choice Neighborhoods grants transforms distressed neighborhoods and public and assisted projects into viable and sustainable mixed-income neighborhoods by linking housing improvements with appropriate services, schools, public assets, transportation, and access to jobs. A strong emphasis is placed on local community planning for access to high-quality educational opportunities, including early childhood education.

Choice Neighborhoods is focused on three core goals:

- 1) **Housing:** Transform distressed public and assisted housing into energy efficient, mixed-income housing that is physically and financially viable over the long-term;
- 2) **People:** Support positive outcomes for families who live in the target development(s) and the surrounding neighborhood, particularly outcomes related to residents' health, safety, employment, mobility, and education; and
- 3) **Neighborhood:** Transform distressed, high-poverty neighborhoods into viable, mixed-income neighborhoods with access to well-functioning services, high quality public schools and education programs, high quality early learning programs and services, public assets, public transportation, and improved access to jobs.

Seattle's Road Map to Success: Critical Milestones and Transition Years



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Local Place-Based Efforts

Seattle

- High Point
- Yesler Terrace

Outside Seattle

- White Center
- Kent East Hill

...And More in Development



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Theory & Key Principles of Place-Based Initiatives

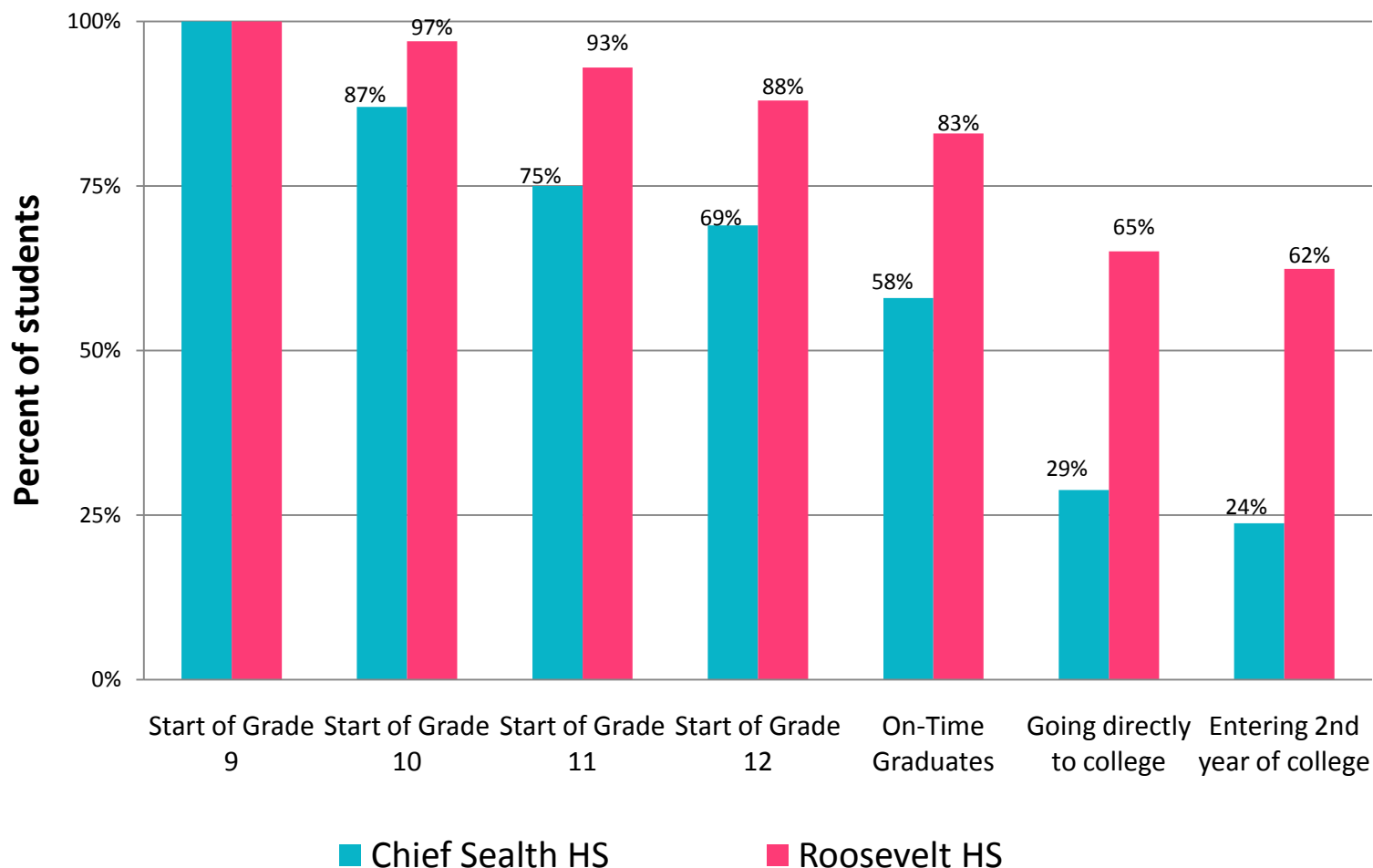
- Focus on discrete group of kids—no one falling through the cracks
- Community and parental involvement—“call for quality”
- High quality interventions year after year – compounding effect
- Great schools / Great supports
- Strong, clear, accountable management structures that involve the key partners
- Excellent use of data to support keeping kids on track and to guide course corrections



Neighborhood Feeder Patterns

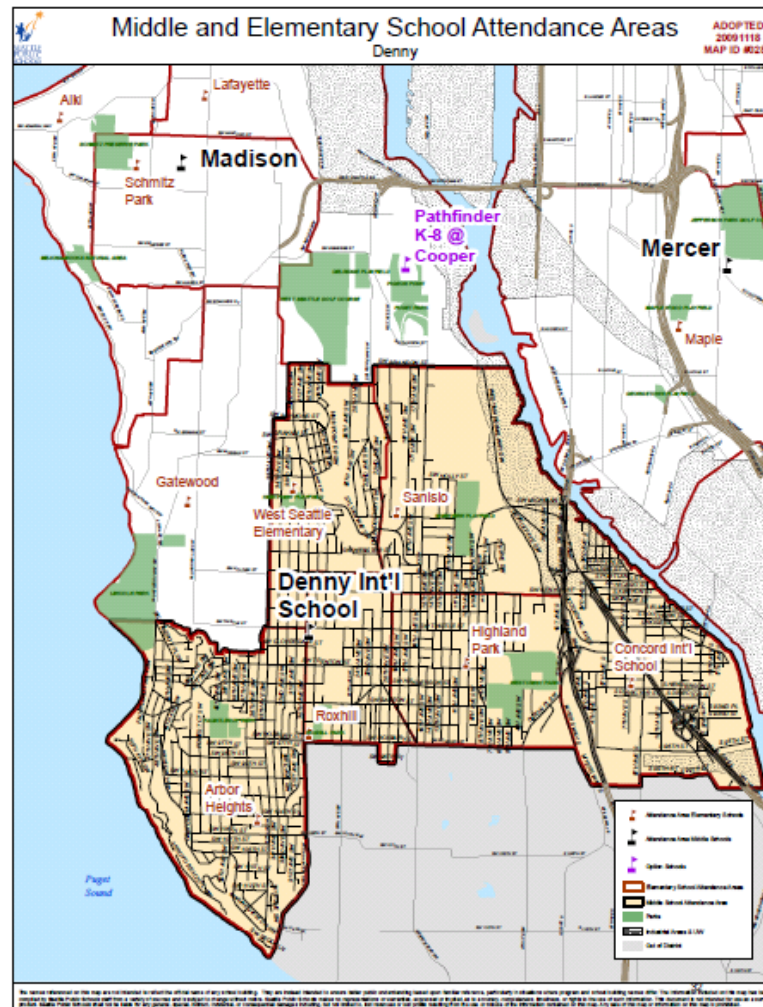


► Tale of Two Pipelines : Chief Sealth HS Vs Roosevelt HS



Source: Graduation data from OSPI for Class of 2008, college data from College Tracking Data Services (BERC Group) for Class of 2008

Denny Middle School (Chief Sealth HS) Feeder Pattern



Denny Middle School (Chief Sealth HS) Feeder Pattern

Denny Feeder Pattern for 2010-11
2009 WASL Passage Rates
4th, 7th, & 10th Grades

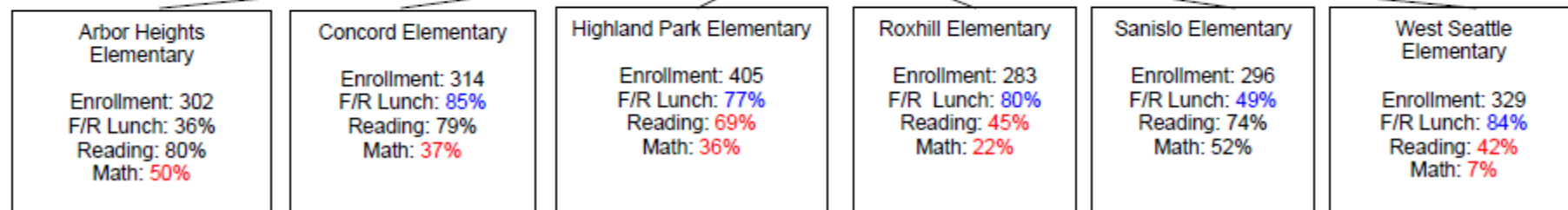
Chief Sealth High School	
Enrollment:	844
Free/Reduced Lunch:	62%
Reading:	77%
Math:	38%

Denny Middle School	
Enrollment:	629
Free/Reduced Lunch:	62%
Reading:	40%
Math:	40%

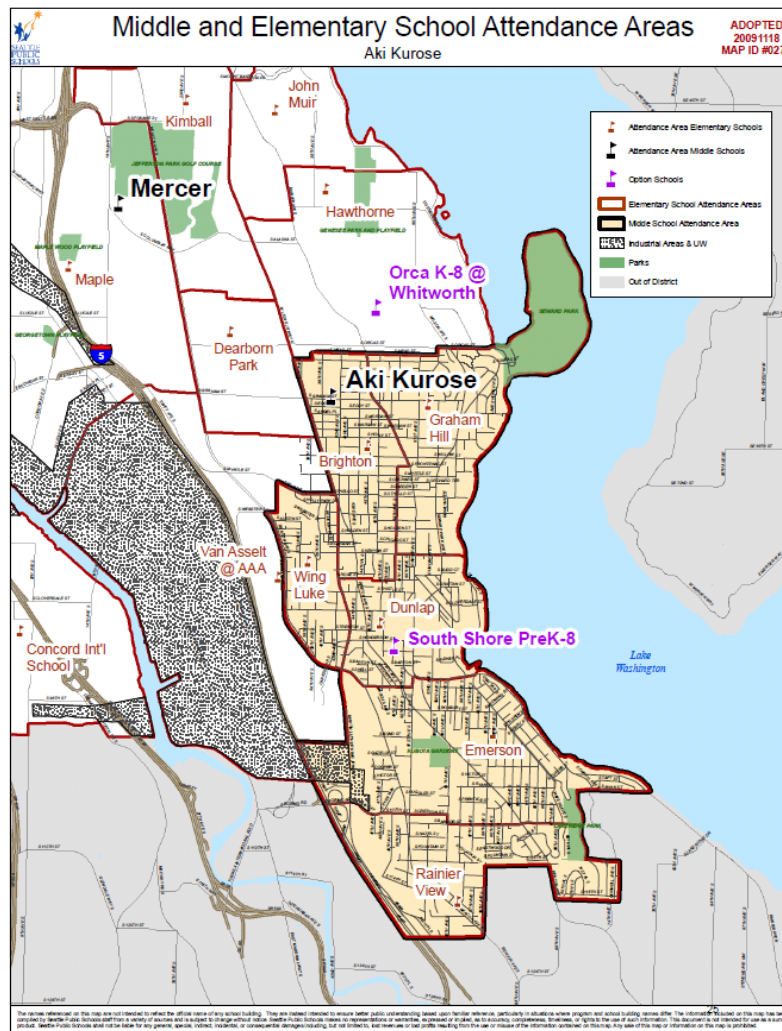
State Averages		
	Reading	Math
4 th	74%	52%
7 th	59%	52%
10 th	81%	45%

Red Text indicates below state average
Blue Text indicates above district average

Note: High school and middle school boundaries are identical for this feeder pattern.

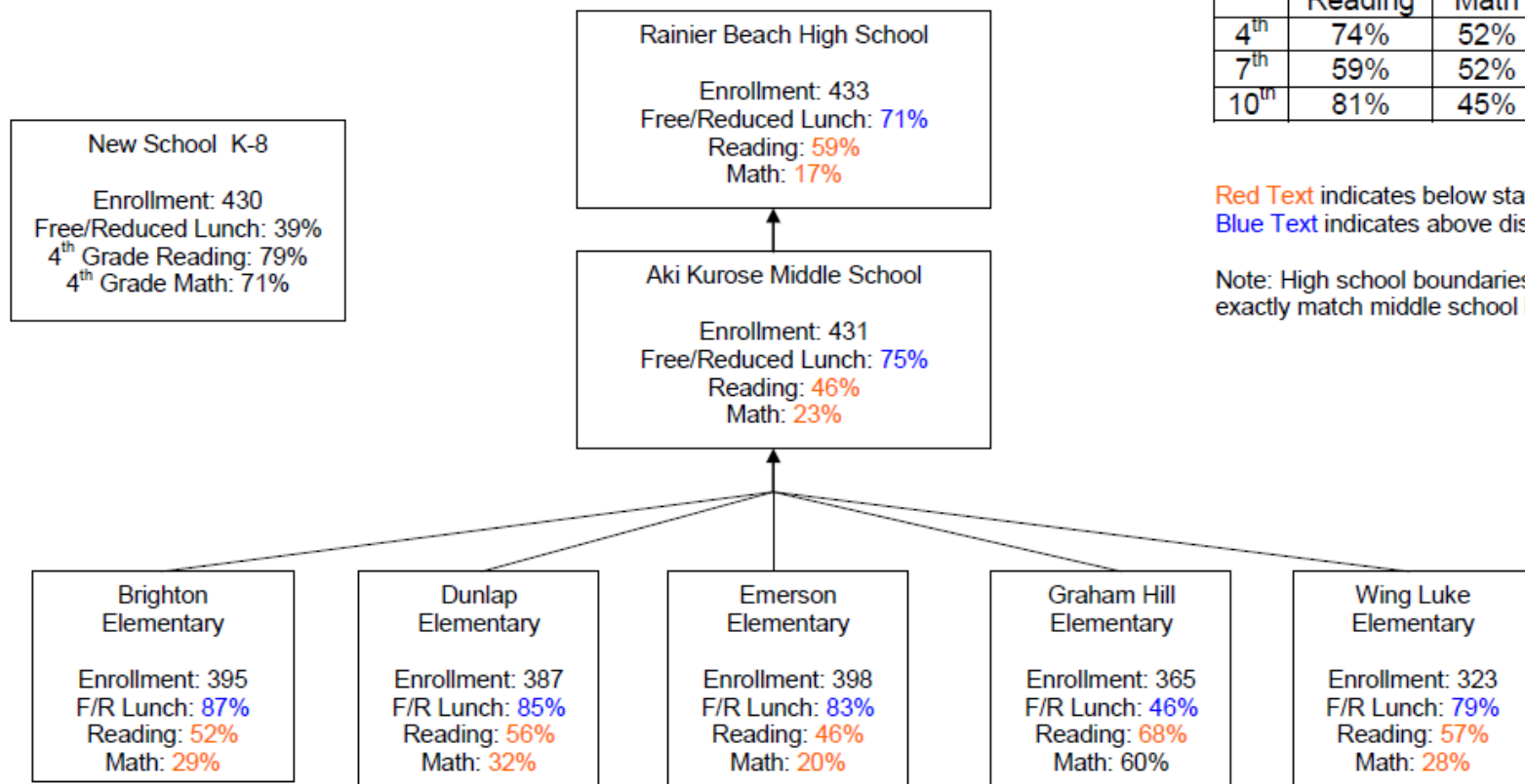


Aki Kurose Middle School (Rainier Beach HS) Feeder Pattern



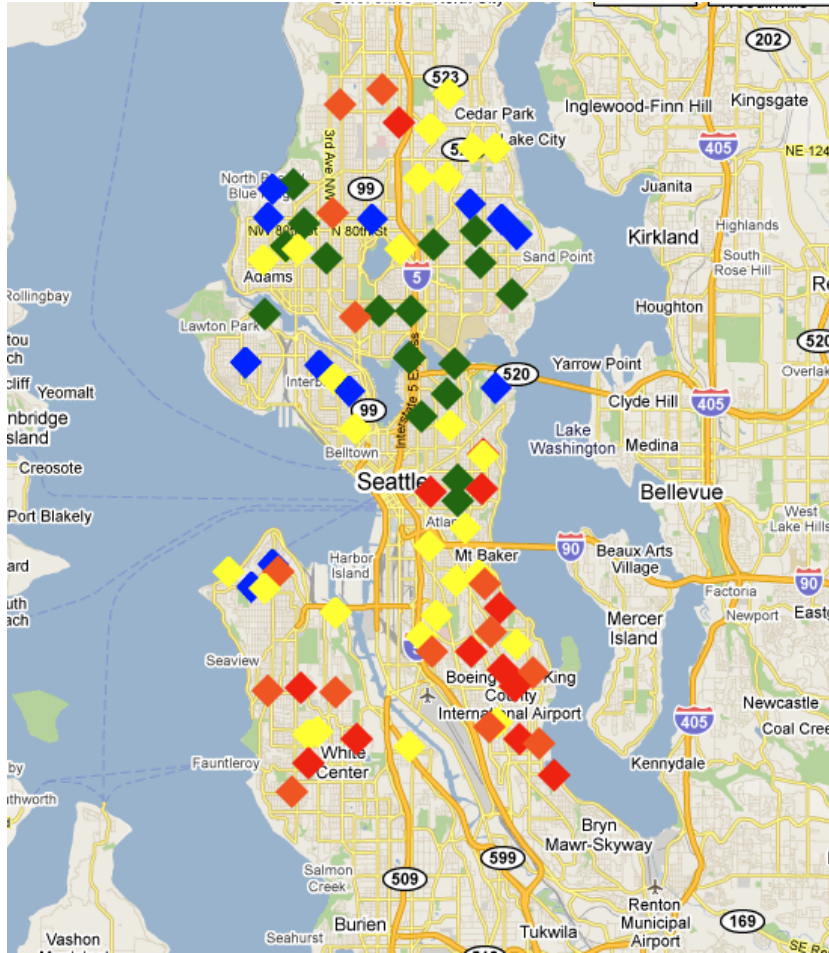
Aki Kurose Middle School (Rainier Beach HS) Feeder Pattern

Aki Feeder Pattern for 2010-11
2009 WASL Passage Rates
4th, 7th, & 10th Grades



Seattle School Report Cards

Schools were ranked on a scale of 1 to 5, based largely on test scores — not just the percentage of students passing tests but the percentage making gains.



LEGEND:

Red = Level 1

Low Overall Absolute Performance and Low-to-Medium Overall Growth Performance

Orange = Level 2

Medium-Low Overall Absolute Performance and Low-to-Medium Overall Growth Performance

Yellow = Level 3

Low or Medium-Low Overall Absolute Performance and High Overall Growth Performance or Medium-High Overall Absolute Performance

Green = Level 4

High Overall Absolute Performance (w/ Free and Reduced Price Lunch Achievement Gap)

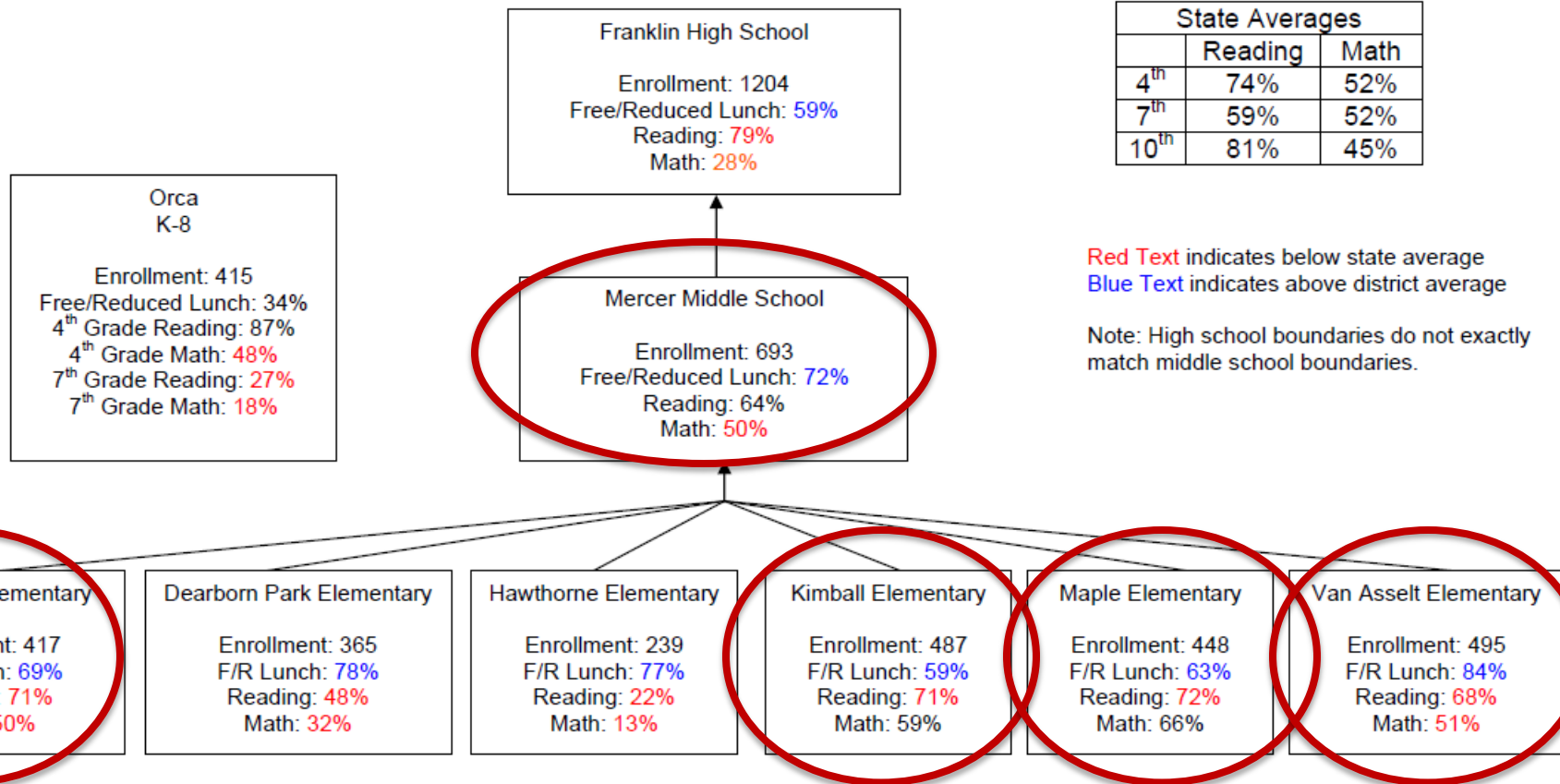
Blue = Level 5

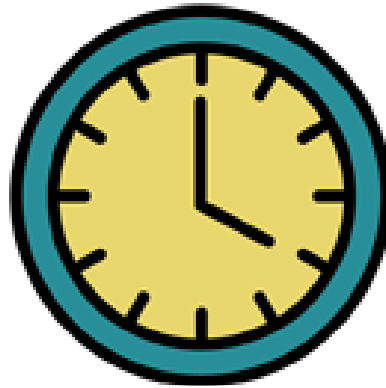
High Overall Absolute Performance (w/ no Free and Reduced Price Lunch Achievement Gap)

Source: <http://www.seattleschools.org/area/strategicplan/segmentation.pdf>

Great Progress is Possible

Merger Feeder Pattern for 2010-11
2009 WASL Passage Rates
4th, 7th, & 10th Grades

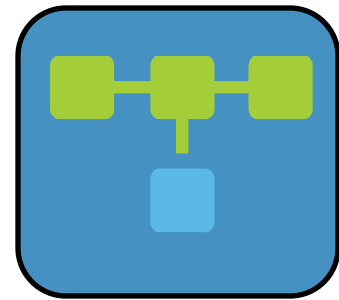




10-Minute Break

Four Key Elements of Effective Place-Based Projects

- 1) Outcome Clarity
- 2) Data
- 3) Creating Partnerships
- 4) Management Structure



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Outcome Clarity



- **What are you trying to achieve?**
- **How do you define success – meaning results from your efforts?**
- **Four Levy Outcomes**
 - 1) School Readiness
 - 2) Academic Achievement
 - 3) Reduced Dropout Rate/Increased Graduation Rate
 - 4) Prepare All Children To Graduate From School College/Career Ready

How Results are Defined in the Levy



- **School Readiness:** Measured by the Creative Curriculum and High/Scope embedded assessments, the Peabody Picture Vocabulary Test, Fourth Edition, and/or WaKIDS will be used once it is available;
- **Academic Achievement:** Measured by the Measurements of Student Progress (MSP), the Measures of Academic Progress (MAP), and the Washington Language Proficiency Test (WLPT) for Elementary Bilingual Orientation Center students;
- **Reduced Dropout Rate/Increased Graduation:** Measured by the cohort graduation rate; and
- **College and Career Readiness:** Post-secondary enrollment → completion.

Source: Sid Sidorowicz “Tracking to Results” workshop presentation.

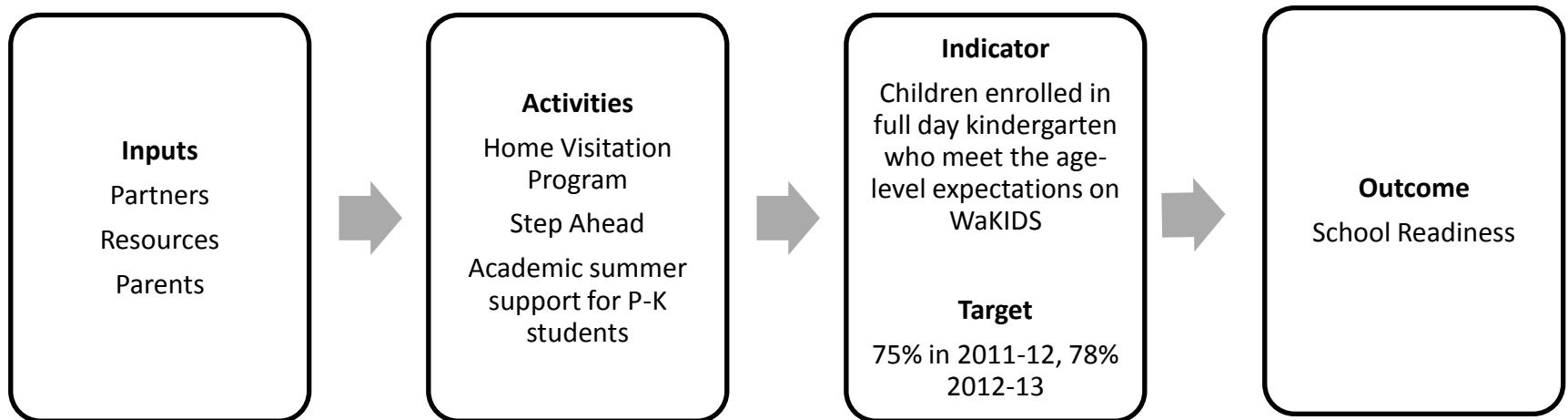
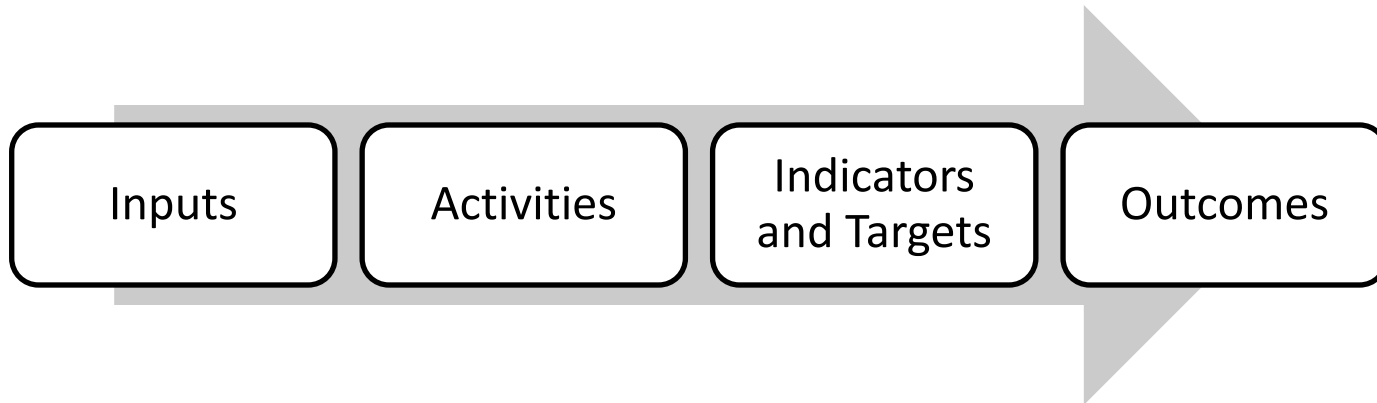
Tracking to Results



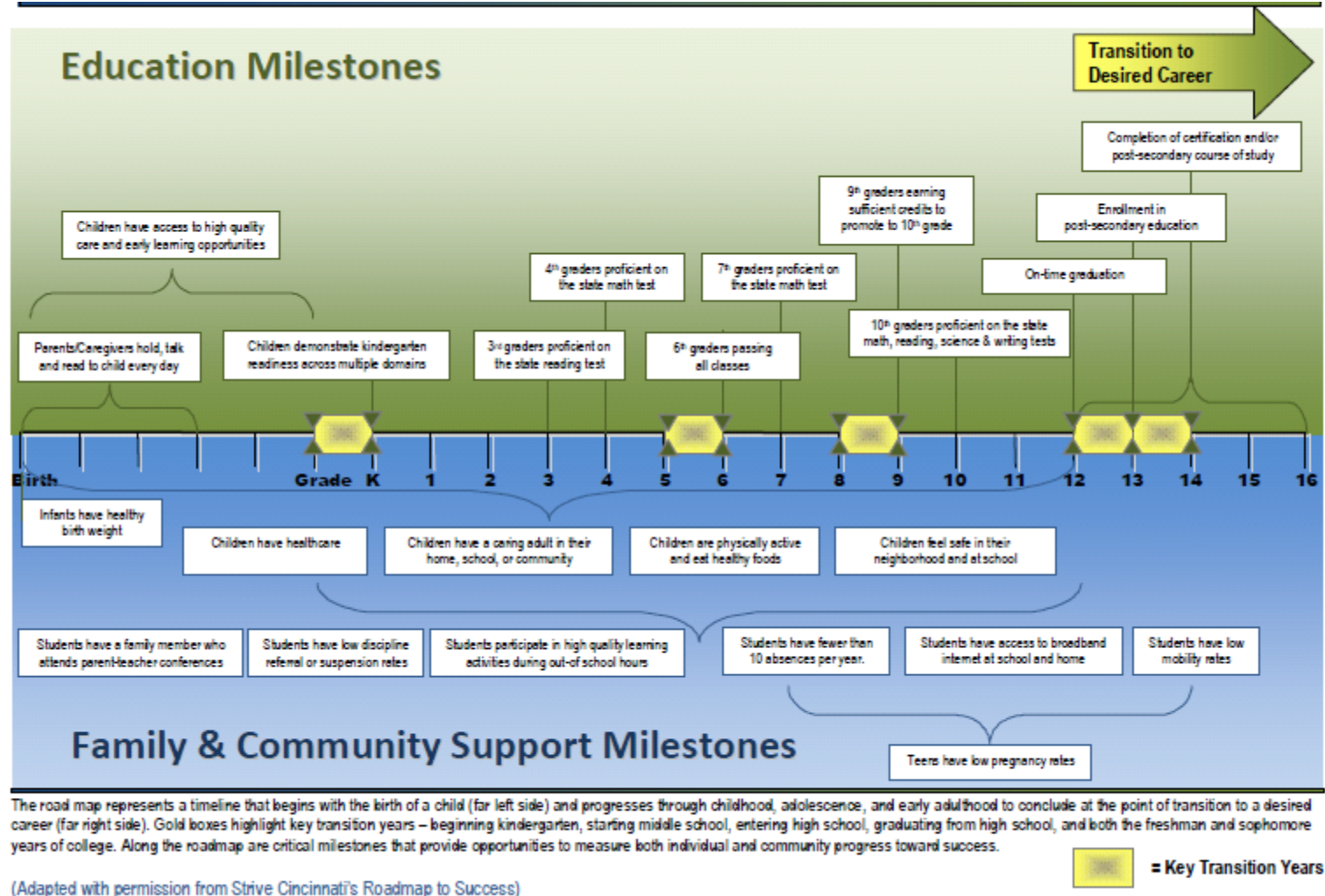
- Programs adopt key indicators that are expected to be predictive of results
- Key indicators are tracked routinely
- Results and indicators inform decisions about ongoing and annual course corrections

Source: Sid Sidorowicz “Tracking to Results” workshop presentation.

Families and Education Levy Outcomes



Sample Indicators – Seattle’s Road Map to Success



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Data



- **How do you know that you are on track to achieve your outcomes?**
- **How do you know when to adjust your practices in order to better support a student?**



Data has two important and mutually reinforcing roles to play in place-based projects: tracking progress and informing practice



Track Progress

- Place-based projects can collect and analyze data as a way of understanding their project's progress over time
- Collecting current data provides a baseline picture against which to measure progress toward your key outcome(s) in the years ahead, and guide course corrections that may be needed

Inform Practice

- Place-based projects can also collect and analyze data as a way of informing practice and better support students in pursuit of key outcome(s)
- Accessing and using data for individual students (in accordance with FERPA) allows schools and CBOs to better meet the needs of individual students to support their growth and success

FERPA



FERPA applies to educational agencies and institutions (principally postsecondary institutions, K-12 schools and school districts, and pre-schools) that receive grant funds from the U.S. Department of Education (USED).

FERPA prohibits educational agencies and institutions from disclosing personally identifiable information in students' education records (not anonymous or de-identified information derived from those records) without written parental consent, unless the disclosure comes within one or more of a list of authorized disclosures in the law.

Source: Promise Neighborhoods Institute Webinar



Process for Defining, Collecting and Using Data in Place-Based Projects



1

Define Data Agenda

- Identify key indicators to be collected and tracked
- Define the boundaries for the children/students for whom you want to collect data (e.g. 3rd grade students at X Elementary School)
- Determine the year(s) for which you want to collect data
- Determine how you intend to use the data (track progress, inform practice)

2

Identify Data Sources

- Determine if the data for your key indicators is collected
- Identify where the indicator data lives
- Determine how to access the data needed for your intended use(s) (e.g. publicly available, data sharing agreement required)
- Identify the “cuts” of the data you are interested in (e.g. for all students, disaggregated by race/ethnicity, low-income/non-low-income)

3

Collect and Analyze Data

- Collect/ request data for your key indicators
- Once you have the data for your key indicators, review and analyze how the children/students in your area are doing, overall and by sub-groups
- Establish the baseline for students in your area on your key indicators
- Set annual targets for each indicator

4

Use Data

- Update these data points over time to track progress
- With student-level, track the progress of individual students and analyze strengths and needs
- Tailor services and supports to individual strengths and needs

Example Outcome: 90% of Washington Middle School Students Are Achieving at Grade Level by 2015



1

Define Data Agenda

- **Example Indicator:** 7rd Grade Math (MSP state assessment)
- **Which students:** 7th Grade students at Washington Middle School
- **Which year:** Most recent year available (2009-10 school year)
- **Intended use:** 1) Establish baseline for 7th grade math at Washington; 2) Inform practice (e.g. provide 7th grade math data to 8th grade teachers and tutoring programs)

2

Identify Data Sources

- **Collected?:** Data is collected by districts
- **Where:** Data is warehoused by OSPI
- **Access:** 1) Data for all Washington 7th graders publicly available on OSPI website, 2) Student-level data available to district staff, or requires parental consent for non-district providers
- **Cuts:** For all students, disaggregated by race/ethnicity, and for individual students

3

Collect and Analyze Data

- **Collect:** 1) School-level data from OSPI website , 2) Gather parental consent, work with district on student-level data access
- **Analyze and establish baseline:** 70% of students meeting standard on 7th grade math in 2009-10, with large gaps among sub-groups: white=93%, black=46%, Hispanic=55%
- **Set annual targets:** 2012-13=75%, 2013-14=82%

4

Use Data

- **Track progress over time:** Track the change in 2010-11, 2012-13, etc. school years from baseline of 70% in 2009-10. Make course corrections as needed to achieve annual targets.
- **Inform practice:** Review Math MSP scores for individual students to understand strengths, challenges and adapt 8th grade instruction and supports accordingly

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Breakout Exercise #1 – Outcomes and Data

Part 1



20 Minutes



What is your place-based project trying to achieve?

Part 2



25 Minutes



Given your outcome statement, what do you need to track/measure?

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Creating Partnerships



- **Why Collaborate?**
- **Form Follows Function: Choosing partners and governance**



Partnerships and Collaboration



Definitions of Collaboration:

Creating a solution that no party to the collaboration could separately achieve. – Hal Williams


Any joint activity by two or more organizations that is intended to increase public value by their working together rather than separately.

Collaboration can be messy and difficult, but it also has the potential to:

- Add efficiency when multiple players are doing the same work
- Create a culture of performance and accountability
- Enable partners to see how the puzzle pieces fit together
- Create influence and leverage for resources and advocacy
- Build more legitimacy in the community and more culturally relevant solutions
- Create a culture of learning and continuous improvement

Continuum of Partnership Commitment



Cooperation		Coordination	Collaboration
lower intensity			higher intensity
Shorter-term, informal relationships	Longer-term effort around a project or task	More durable and pervasive relationships	
Shared information only	Some planning and division of roles	New structure with commitment to common goals	
Separate goals, resources, and structures	Some shared resources, rewards, and risks	All partners contribute resources and share rewards and leadership	

Clarity of Expectations



“However you decide to work together, it’s important that everyone understands and agrees to the purpose of the collaboration, the degree of commitment required, and the expectations of partners involved in the effort.”

-- Carol Lukas (Twenty Factors Influencing Collaboration Success)

- A premise of strong collaboratives is that they are based on self interest of each party.
- If you are clear on the purpose of your collaboration, you will also be able to communicate it to funders and the community more easily.

Involve the Right People



Potential partners are any individual or group that makes a difference on the outcomes you are working on by providing resources or adding influence or direction to implementation.

With this definition in some alliances you might bring in only institutional players. Other collaborations will require broad participation of parents, neighborhood leaders, elected officials and city staff.

When choosing partners consider these questions:

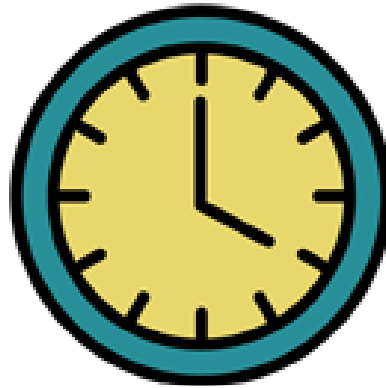
- Do you share the same goals?
- Do they have the required capabilities and resources?
- Do they have credibility in the community?
- Can you develop a trusting relationship?
- Do you have the person at the right level of the organization?

A Strong School Partnership



Nine Characteristics of High-Performing Schools

- 1) A clear and shared focus
- 2) High standards and expectations for all students
- 3) Effective school leadership
- 4) High levels of collaboration and communication
- 5) Curriculum, instruction and assessments aligned with state standards
- 6) Frequent monitoring of learning and teaching
- 7) Focused professional development
- 8) A supportive learning environment
- 9) High levels of family and community involvement



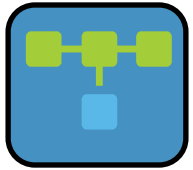
Lunch Break

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Form Follows Function



Adopt simplest organization and fewest people to get the job done.





Management Structure

For place-based efforts to be successful, there needs to be dedicated capacity to support the collaboration.

Collective place-based efforts need to identify:

- 1) A lead person/organization committed to convening the group (managing partner). Someone needs to be the catalyst.
- 2) A lead person/organization committed to reporting the data, and convening the group to make decisions based on the data





Managing Partner

Duties and characteristics of a managing partner:

- Skills are in areas of team building, negotiation, and facilitation and focus on solutions, sense of urgency and opportunity-driven.
- Ability to handle information, data and resources.
- Facilitates interactions, decision making, cooperation, common rules and sometimes common language and branding.



Written Agreements



The most common reason for a collaboration meltdown is disagreements and uncertainty about operating norms.

Get It In Writing

- An operating agreement or memorandum of understanding (MOU) can help establish the rules to structure/govern a collaboration.
- An MOU might include:
 - Vision, mission and purpose
 - Values and assumptions
 - Timelines and milestones
 - Members and membership policies
 - Roles and contributions
 - Policies (financial relationships, conflicts of interest)
 - Norms (for participation, decision-making, communication, addressing conflict, etc.)

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Breakout Exercise #2 – Identifying Partnerships and Management Structure

Part 1



20 Minutes

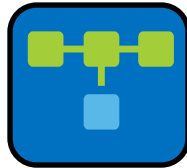


Who do you need on board to accomplish your goals and outcomes?

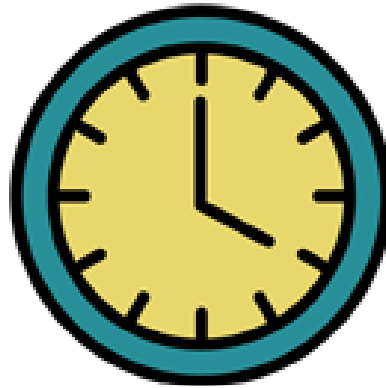
Part 2



25 Minutes



Given the partners you've identified and the outcomes you are working towards, how will you manage your partnership?



10-Minute Break

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Families and Education Levy Proposed Investment Areas

Strategic Investment Area / Component	Description
EARLY LEARNING	
Comprehensive Early Learning Investment	Coordinated strategy to improve Early Learning including Step Ahead and ECEAP, CCCP, Head Start and FFNs
Health†	Health screenings and mental health services for Step Ahead, ECEAP, CCCP, Head Start, & FFNs
Home Visitation Program	Home visitation to help parents develop learning skills in their young children.
Kindergarten Transition - Pre-K to K†	Academic support for children not at grade level Pre-K to K and K to 1st; also includes portfolio reviews
ELEMENTARY	
Health †	School-based primary care and mental health services for 5 to 6 K-5 schools in one feeder pattern that is coordinated with MS SBHC and health care home
Academic Innovation†	Extended Learning Time & Out-of-School Time
Extended Learning Time†	Summer Learning
Family Support - Case Management	Highest risk students
Family Support: CBO Support †	Targeted support for Refugee/immigrant families and students
MIDDLE SCHOOLS	
Middle School Linkage Sites	Extra learning time and social, emotional and behavioral support
Middle School Linkage Sites	Out of School Time
Middle School Innovation	Extra learning time
Middle School Innovation	Out-of-School Time
Middle School Innovation	Social, emotional and behavioral support
Middle School Innovation/Linkage Site Manager	Support, coaching and training for school staff and leadership
College and career planning†	Advisories
College and career planning†	Case management
Middle School Student Academic Support†	Summer learning
Middle School Student Support	Transportation
Middle School Student Support	Sports

HIGH SCHOOLS	
High School Innovation	Social, emotional and behavioral support
High School Innovation	Extended Learning Time
High School Innovation	Support, coaching & training for school staff & leadership
College and career planning†	Advisory
College and career planning†	Guidance Component
College and career planning†	Case Management
College and career planning†	College Readiness Assessment
High School Student Academic Support	Summer learning - incoming 9th graders
High School Student Academic Support	Summer learning - struggling students
HEALTH	
School-Based Health Centers	Maintain Current SBHCs
School-Based Health Centers	School-based health support
School-Based Health Centers†	SBHC, school nursing, & family engagement svcs at secondary school for newly-arrived students
School-Based Health Centers	Operational support for new SBHC at highest need MS without an SBHC
School-Based Health Centers†	School-based services and community referrals to meet health care needs, including evidence-based mental health interventions
School-Based Health Centers†	Development and implementation of an integrated outcome monitoring and feedback/professional development system for SBHC mental health providers
School-Based Health Centers†	Mobile and/or school-based dental services for students at City-funded SBHCs

Place-Based Levy Applicant Example 1



Outcome

- All kindergarten students at John Muir Elementary School will be ready for kindergarten by the 2014-15 school year and achieving academically at grade-level by the 2017-2018 school year

Sample Indicators

- % Families reading or telling stories to their child daily
- % children meeting standard on WaKIDS
- % students with fewer than 10 absences per year in Kindergarten
- % students proficient in 3rd grade reading



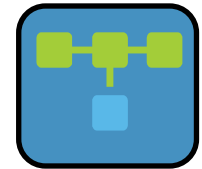
Data

- Identify early learning programs with students at John Muir elementary school
- Develop data sharing and parental consent agreements for readiness data
- Analyze baseline data to understand current kindergarten readiness at John Muir; set annual targets for years ahead
- Collect individual student data to understand how to tailor supports to individual needs



Partners

- John Muir Elementary School
- Early Learning Provider
- Provider of Parent-Home Child Visitation Services
- Community-based organization offering after school academic support services



Management Structure

- Establish managing partner and data lead
- Set clear accountability structure that defines commitments, roles and responsibilities for each partner
- Develop communication plan for partners (Biweekly meetings between elementary school leadership and CBO leadership. Biweekly caseworker check-ins with school counselors.)

FEL Investment Requests: Comprehensive Early Learning Investment, Home Visitation Program, Kindergarten Transition Pre-K to K, Elementary Family Support, Elementary Extended Learning Time

Place-Based Levy Applicant Example 2



Outcome

- All 8th grade students at Lewis and Clark Middle School graduate from high school college and career ready in 2015-16 school year.

Sample Indicators

- % students passing all courses with a C grade or better
- % students meeting grade-level standards on state tests in math, reading, science & writing
- % students who take SAT/ACT
- % students complete FAFSA
- % students completing 3 admissions and scholarship applications



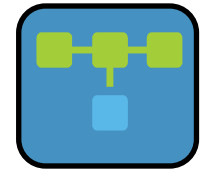
Data

- Identify students at Lewis and Clark Middle School to target college access program and CBO-provided academic support services
- Develop data sharing and parental consent agreements for data
- Analyze baseline data to understand current academic achievement of students; set annual targets for years ahead
- Collect individual student data to understand how to tailor supports to individual needs



Partners

- Lewis and Clark Middle School
- Davis High School
- College access program
- Community-based organization offering academic support services



Management Structure

- Establish managing partner and data lead
- Set clear accountability structure that defines commitments, roles and responsibilities for each partner
- Develop communication plan for partners (Biweekly meetings between middle school, high schools and CBO leadership teams. College coaches from college access program meet with middle school and high school counselors regularly.)

FEL Investment Requests: Middle School and High School Student Academic Support, Middle School and High School College and Career Planning, Middle School and High School Innovation

Questions



Agenda

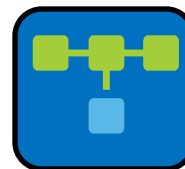
1. Introductions and Workshop Objectives
2. Get Excited!!!
3. Local Place-Based Efforts
4. Understanding Place-Based Initiatives
5. Outcome Clarity
6. Data
7. Breakout Exercise #1
8. Creating Partnerships
9. Management Structure
10. Breakout Exercise #2
11. Families and Education Levy Overview
12. Breakout Exercise #3
13. Closing and Thank You



Breakout Exercise #3 – Place-Based Levy Proposals



30 Minutes



Bring all four pieces together, 1) outcome clarity, 2) creating partnerships, 3) management structure, and 4) data.

Agenda

1. Introductions and Workshop Objectives
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**Thank you for attending the Families and
Education Levy Place-Based Strategies
Workshop!**